

21st Century Community Learning Center Site Interview Protocol

(Lead Teacher and/or Instructor in Math, Reading, and Enrichment)

Current Role and Professional Background

1. Please tell me about your role and history at this center. (*Probe for additional details in the following areas.*)
 - a. What are your responsibilities?
 - b. How many hours per week do you work at this center?
 - c. How long have you been working at this center? In this organization?
 - d. What other positions have you held here?
2. What is your professional background? (*Probe for additional details in the following areas.*)
 - a. What previous teaching or youth work experience do you have?
 - b. What is your educational background?
 - c. What kind of coursework or professional development have you had that relates to your current role?
 - d. Do you have a teaching credential or some other kind of credential or license in youth development or child and youth care?

Center Objectives and Program Offerings

3. What are the three most important objectives of your center? How were those objectives developed? (*Probe for additional details in the following areas.*)
 - a. How do academics and academic goals fit within these overall objectives?
 - b. To what extent did people who wrote the grant determine the focus of the center? Of the programs you lead here?
 - c. To what extent did state guidance on program requirements determine the focus of the center? Of the programs you lead here?
 - d. What kinds of outcomes do you track for evaluation purposes? How well aligned are these with your primary objectives?
 - e. Within the center, how do you measure success?
 - i. What programs and activities do you supervise or lead?
4. What kinds of professional development opportunities do you and your staff members participate in related to serving students in your program? (*Probe for additional details in the following areas.*)
 - a. What forms of professional development (e.g., formal training, center-based training, mentoring) are offered?
 - b. In what topic areas (tutoring, state standards, classroom management, etc.) is professional development offered?
 - c. Is professional development targeted more toward staff interest or student needs? If student needs, what types of needs figure most strongly in decisions about how to focus professional development?
 - d. Who coordinates professional development?
 - e. Who sponsors or funds professional development?
 - f. Who participates, and how often How is participation decided?

5. If this 21st Century Center is a state-approved Supplemental Educational Service (SES) provider,
 - a. For how many students does your center provide tutoring through your SES funds?
 - b. How do you decide what services to offer students (e.g., do you assess students, do you receive guidance from teachers)?
 - c. How do you coordinate your tutoring with students' regular school-day teachers?
6. What kind of collaboration, if any, does your center have with other SES providers?
 - a. Does your center work with SES providers to refer students to the center, or vice versa?
 - b. Do you or your colleagues coordinate the services you offer students with those offered by partner organizations who deliver SES?

Activities That Support Academic Development in Reading and Mathematics

7. Tell me about the activities that are designed to improve students' reading skills. (*Probe for additional details in the following areas.*)
 - a. What kinds of activities does your center offer to support students' reading? What do these activities involve? How often are they offered and how long does each activity typically last (e.g., an hour, afternoon, week, semester)?
 - b. How are these activities selected or developed?
 - c. How many students participate in a given week?
 - d. How do you decide which staff members are involved in reading activities?
 - e. What are the key strategies you use to improve students' reading skills?
 - f. What kinds of materials are available for staff and student to use in these activities? (Ask for copies of students' textbooks, supplemental educational materials.)
 - g. What do you see as the main strengths and weaknesses in terms of the materials and activities you use to improve students' reading skills?
 - h. What challenges do you face in trying to improve students' reading?
8. Tell me about the activities that are designed to improve students' mathematics skills. (*Probe for additional details in the following areas.*)
 - a. What kinds of activities are offered to support mathematics? What do these activities involve? How often are they offered and how long does each activity typically last (e.g., an hour, afternoon, week, semester)?
 - b. How are activities selected or developed?
 - c. How many students participate in a given week?
 - d. How do you decide which staff members are involved in mathematics activities?
 - e. What are the key strategies you use to improve students' mathematics skills?
 - f. What kinds of materials are available for staff and student to use in these activities? (Ask for copies of students' textbooks, supplemental educational materials.)
 - g. What do you see as the main strengths and weaknesses in terms of the materials and activities you use to improve students' mathematics skills?
 - h. What challenges do you face in trying to improve students' mathematics skills?

Student Needs Assessment

9. Reflect on a particular student you are working with now. Describe the following interactions with this student in mind.
10. How did this student first come to the program? (*Probe for whether student self-selected or was identified for assistance by someone else.*)
 - a. How did you find out about this student's needs?
 - b. Why was this student matched with you?
 - c. What content areas are you focusing on?
 - d. What sorts of activities are you working on this week with the student?
 - e. What sorts of questions have you been asking the student with respect to these problems?
 - f. What types of feedback are you giving this student?
 - g. Is this student making progress? How do you know?
11. In general, in what ways do you use student data (e.g., reporting student progress to schools, assigning students to special groups)?
12. How do you use what you know about your students' needs to select or develop program activities?
13. How, if at all, does the student's school help you to identify and meet students' academic needs?

Program Communication and Coordination with Schools

14. Please describe your role in coordinating and communicating with your students' schools. (*Probe for additional details in the following areas.*)
 - a. What role do you see this center playing in supporting children in what they are doing in school?
 - b. How often do you communicate with school staff? What, typically, is the mode of communication? Who typically initiates the communication?
 - c. What types of information are shared in these interactions (student progress, programming information, etc)?
 - d. How do you use information from school staff in your programming at this center?
15. How would you characterize the quality of the center's relationship with the school?
16. What are some of the key barriers and facilitators to communication with schools?

Program Communication and Coordination with Families

17. Please describe your coordination and communication with your students' families. (*Probe for additional details in the following areas.*)
 - a. How often do you communicate with parents or caregivers? What, typically, is the mode of communication? Who usually initiates the communication?
 - b. What kinds of feedback do you provide to families about student progress, attendance, etc.?
 - c. What opportunities are available at this center for family members to participate in or help shape programming?
 - d. What are some challenges you have faced in communicating with parents and involving them in center activities?

Enrichment Activities

18. What types of other activities do you offer that aim to build students' intellectual capabilities or academic skills? (*Probe for additional details in the following areas.*)
 - a. What are the objectives of these activities at this center?
 - b. How salient are the "academic" components of these activities to students (i.e., are they in the background or foreground for students)?
 - c. How do you and your staff select or develop these types of activities?
 - d. Do these activities ever incorporate extended student projects? If so,
 - i. What are some of the topics of projects?
 - ii. How often do they last for more than a week?
 - iii. Are the projects ever completed for an external audience?
 - iv. Do students usually have some say in what the project is all about?
 - v. What aspects of projects are students given responsibility for?
 - vi. How are students grouped for the projects?
 - vii. Do the projects have a final product of some kind that students make? If so, what are some of the products?
19. How do students respond to project-based learning activities? (Probe on engagement, motivation, skill development, knowledge construction, etc.)

Closing

20. Is there anything else you would like to mention about your center that we have not covered?